

August 2018

Dear Reception Parents,

A warm welcome to all our returning parents and students. We hope you had a great summer holiday. We also welcome all our new parents and students into Reception and look forward to teaching your children at Park House English School.

The staff wish to create a safe learning environment for each child in their care. In order to achieve this, there are a few important points to take care of.

1. Welcome letters were e-mailed at the end of last term concerning general and curriculum information. If you have not received this information, please speak to your class teacher.
2. Teachers will accept children into their respective classrooms at 7.40am every morning. Kindly use the outside classroom doors only. Early Years school hours are from 7.35am to 1.15pm. Please note that these are different than for the rest of the school. We open the side gate at 1.10pm to enable Early Years parents to have the opportunity to collect their children in order to avoid the rush.
3. All Reception children have to be handed to their respective teacher by a parent, recognised driver, nanny or **secondary** sibling. Children are to be collected in the same manner.
4. **No children are to be left unattended outside the classroom at the beginning and end of the school day.** These rules are in place for the safety of your children and it is very important that you are aware of them.
5. Please ensure that **ALL** clothing items and other belongings are marked with your child's name and class – so that if they are misplaced it will be easier to find them.
6. Older siblings are not allowed to play inside the Early Years play area.
7. **The last day of the Summer Term 2019 for the Early Years Department children this year will be 26 June.**

EXTENDED HOLIDAYS AND ABSENCES

Parents often inform us that their children will not be attending school for extended periods due to holiday and personal commitments. The teachers are asked to produce the work that will be covered during the period of absence but these requests are impossible to comply with because of the reasons below.

1. In Reception the foundation for phonics, word building, reading and numeracy is of paramount importance. All these lessons are orally teacher led, followed up with carefully planned, differentiated activities, therefore it is very important that children are present and on time for lessons. Without the oral input from the teacher, children will inevitably find the work challenging.
2. Reading is a very important skill that is taught during Reception. The school has numerous reading schemes that are utilized daily to reinforce reading in the classroom. In the event of long absences teachers are not permitted to provide children with reading materials; again the children are disadvantaged.
3. Teachers plan on a weekly basis to accommodate the progress of children in each class therefore it is difficult to provide work in advance of lengthy absences.

SCHOOL UNIFORM

Please ensure your child has the correct school uniform.

Your child will **not** need a bag or back pack, **only** a lunch bag will be allowed. However, they will need a school P.E. bag for swimming days.

PHYSICAL EDUCATION (P.E.)

Please check with your class teacher as the timetable for when your child will have P.E.

Please send your child to school in P.E. clothes on the appropriate days.

SWIMMING

All three classes will have swimming on a Monday.

Kindly send your child dressed in their swimming kit and P.E. clothes for swimming. Mark all their clothes and belongings clearly.

Girls: All in one black swimming costume, swimming caps, goggles, towel and flip- flops.

Boys: Swimming shorts (No baggy or long shorts), swimming caps, goggles, towel and flip- flops.

Please ensure that your child's name is clearly written on their swim cap with a permanent marker.

We thank you for your co-operation. The staff are caring and professional. A good relationship between teacher and parents provides a great learning environment for your child. Should you have any queries or problems, please make an appointment and speak to your class teacher or myself, Mrs De Wet.

The Reception classes are staffed as follows:

Reception Blue: Mrs Nisra Qureshi assisted by Mrs Jennifer Cowley.

Reception Red: Mrs Sarah Coleman assisted by Mrs Thesna Fisser

Reception Green Mrs Helen Coates assisted by Mrs Sharon Darlington.

Kind Regards



Mrs Annerien De Wet

Head of Early Years

Curriculum Information for Reception

At Park House English School we follow the British Early Years Foundation Stage Curriculum.

The Primary Areas of Learning are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas of Learning are:

Literacy

In Reception, the following aspects of Literacy are covered:

- A revision of the initial phonic sounds, with a focus on recognition and formation (Jolly Phonics)
- An introduction of the diagraphs
- Word-building and blending skills (Letters and Sounds Curriculum)
- An introduction of high frequency words and “tricky” words
- Reading – Reading books will be sent home twice a week for parents to enjoy with their children and support the development of the key skills in reading.

(Please refer to the guidelines attached as to how you can help with your child’s reading).

Numeracy

In Numeracy, the following aspects are covered:

- Number recognition and formation of numbers 0-20
- Ordering numbers to 10
- Addition to 5
- Subtraction to 5
- Length, Capacity, Money, Time and 2D & 3D Shapes.

Understanding of the World

During the year we cover the following International Primary Curriculum topics:

- Family and Friends
- Clothes
- Houses & Homes
- Let’s Pretend
- Treasure
- Sand & Water

A variety of aspects relating to each topic are explored and a number of practical and creative activities are completed.

Expressive Arts and Design

Activities are planned around our topics and the specific skills that the children need to develop. Children are supported to explore and play with a wide range of media and materials, as well as provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Physical Education

Term 1 – Swimming – The children participate in compulsory swimming lessons.

Term 2 – Games – The children participate in a range of activities and games to develop their gross motor skills and spatial awareness.

Term 3 – Swimming – The children continue to develop their water skills.

The Reception children also have specialist **Arabic** lessons and enjoy a wide variety of stories during **Library** time.

Parental Guidance in Helping with Reading

It is a proven fact that children benefit tremendously from reading with an adult for ten minutes every day.

We would like to enlist your support in encouraging your child to become a regular reader who will learn to enjoy books and in the process improve their skills.

Encourage reading as a pleasurable activity - not as “homework” or a chore that has to be done.

Try to read together at a reasonable time, preferably as a matter of routine and not at bedtime when your child is too tired to do themselves and the reading justice.

Sit side by side where you can both see the book comfortably and in a place where there are no distractions.

Developing Early Reading Skills & Sharing Books

Before children are able to read words, there are many skills they must learn. Sharing books with an adult helps to teach these important skills. Many of the skills are relating to how books and stories work. For example, learning how to turn the pages correctly or find the print. Looking at pictures for clues, or noticing that some books contain information rather than a story.

Below are some of the key skills that the children need to develop in order to enjoy books and stories and then become confident readers in the future.

- **English language books begin at the front and end at the back.**
- **To turn the pages as we read.**
- **The print works from left to right.**
- **To recognise the difference between pictures and text.**
- **To be able to retell a favourite story.**
- **To make predictions about what happens next.**
- **To recognise book language e.g. “Once upon a time.....”**
- **To be able to put pictures into the correct sequence to tell a story.**

Books containing Text

If there are pictures, make full use of them, they are there for a reason. Talk about them and how they relate to the story.

Allow your child to guess unknown words-praise a logical attempt but do not criticise. If they are having difficulty, do not wait too long before helping to make a sensible guess or simply supply the word for them.

As they become more able readers, they will want to glance ahead in the sentence to pick up contextual clues (that is what we do as fluent readers). Covering up individual words or part of the text will hinder this process.

Praise every effort and try to be enthusiastic about reading together. If the story is too long or they are becoming tired, finish the story for them so that they still enjoy it.

Just as “too easy” might not make for good progress, “too hard” will not necessarily mean progress either. If books are always too hard your child will lose confidence, give pleasure in the story, help comprehension skills and most importantly, ENSURE A FEELING OF SUCCESS.

HELP YOUR CHILD

Here are some suggestions of activities and skills which will help your child.

- Story Telling
- Story Reading
- Creating a warm and exciting story time on a regular basis
- Repetition of old favourites
- Use poems and rhythms to allow the children to play with sounds
- Provide a variety of books
- Encourage your child to draw and use scissors
- Encourage your child to listen to stories